

LESSON PLANNING TEMPLATE — Grade 7 (Liz Harrington)

Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Editorial	Grade Level: Grade 7
Writing Prompt (developed or adapted for your grade level/student populations): <i>What does it mean to be an “upstander?” Based on what you have learned from the texts you have read and viewed recently, write an editorial for the school newspaper in which you explain to your fellow students what an upstander is, and how our school would benefit from having more upstanders on campus.</i>		
Learning Objective(s): Students will write an editorial for the school newspaper, encouraging fellow students to consider becoming upstanders.		
California CCSS for ELA Addressed: ELA 7 W 1, 2, 4, 5, 6 ELA 7 RL 1, 2, 3, 4 ELA 7 RI 1, 2, 3, 4, 5, 6, 8, 9 CCSS Writing: I will focus on Standard #4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> The editorial is a new genre for these students, a blend of informational and argument writing. Students will be discovering the style, structure, and tone of an editorial, and will then produce writing that mirrors the editorials they have read. In addition, they will be writing for a specific audience: their fellow students. CCSS Reading: I will focus on Standard #9: <i>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i> Students will read a number of different texts dealing with situations in which an upstander could make a difference or has made a difference. They will analyze how each author presents the information, and identify differences and similarities among them.	California Content Standards addressed: N/A	ELD Standards addressed: Part 1 Interacting in Meaningful Ways: Grade 7: 1, 3, 4, 5, 9, 10, 12 Since the ELD students in my class are at an advanced level, I will focus on the <i>Bridging</i> standard: <i>Exchanging information and ideas — Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</i> Students will engage in discussion throughout this lesson sequence, including whole-class, small-group, and pair-share discussions. They will also provide feedback to their peers during the peer review portion of the writing process.

<p>Academic Language Focus:</p> <p>Transitional words and phrases</p>	<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <ul style="list-style-type: none"> • Class discussion • Small group interaction • Informal writing samples (Quick Writes) • Conferencing
<p>Detailed Plans for Instructional Sequence (including support for reading, writing, language, academic talk, revision):</p> <p>Drawing on Prior Knowledge:</p> <ol style="list-style-type: none"> 1. Brainstorm ideas about what bullying looks like. 2. Quick Write in Writer’s Notebook on the topic, “What is a bully?” <p>Reading to increase knowledge:</p> <ol style="list-style-type: none"> 1. Read “All Summer in a Day” by Ray Bradbury. 2. After reading, discuss whether the behavior of the children in the story constitutes bullying. Have students consider why the children shut Margot in the cupboard. Then have them imagine what might have happened if one of the children in the class had taken Margot’s side. Introduce the concept of an “upstander.” 3. View the YouTube video “Kids React to Bullying.” 4. Pause the video at key moments, and have students “think, pair, share” about what the students in the video clip are saying. After viewing the entire clip, ask students to Quick Write in their Writer’s Notebooks about what they would have done if they had witnessed the bullying shown in the clip. Ask them to consider the role played by the student who filmed the incident, and whether he deserved to be disciplined. 5. Read the poem “I Am the One.” Ask students to talk with a partner about their initial reactions to the ideas in the poem. 6. “Chunk” the poem by writing short sections of it on chart paper. Spread the charts around the room either on the walls or on tables, so that students will be able to write on them. 7. Group students in groups of four, ensuring that students who need ELD support are grouped with students who are fluent. 8. Station each group by one of the charts, and give each group a different colored marker. They will read and talk about the lines of poetry written on the chart and then write their comments on the chart. They should comment on what they think about when reading these lines, and also on what they would do if they encountered the speaker of the lines. The groups will progress around the room, until each group has commented on each chart. They may also comment on the comments of others. 9. After each group has commented on each chart, have a whole-class discussion that focuses on the concept of what it means to be an “upstander.” Ask students to recall both the YouTube video, and the story, “All Summer in a Day.” What might have happened in each of those situations if someone had stood up to the bullies? 10. Have students free-write in their Writers’ Notebooks about what they think it means to be an “upstander.” Encourage them to describe specific situations at school when they could make a difference by being an “upstander.” 11. Read the biographical article “<i>Eleanor Roosevelt</i>” by William Jay Jacobs. Discuss the ways in which Eleanor Roosevelt also exemplifies the qualities of an upstander. 	

Preparing to Write:

1. Introduce students to the concept of an editorial by showing several examples of editorial pages from online newspapers. Emphasize the fact that an editorial is an opinion piece focused on a significant topic.
2. Read the editorial “*Go With the Floe*” from the Los Angeles Times.
3. Do a think-aloud with the article, focusing on the structure, and on the strategies the author uses to convey both information and opinion. Have students annotate their copies of the article during the think-aloud.
4. Elicit from the students the idea that the writer of the editorial has supported his opinions with facts. Tell them that they will need to collect some facts for use in their editorials.
5. Have students study the infographics on bullying and cyberbullying. Ask them to note the information that seems to be most important in conveying to other students how pervasive the problem is nationally.
6. Additional information may be gathered from Web sites such as nonamecallingweek.org.
7. Students should also collect information about bullying at the school site. Invite a counselor or administrator to speak to the class. Students should take notes during the talk.

Moving to Writing:

1. Prewriting: Have students review the notes they have made.
2. As a whole class, review the editorial “*Go With the Floe*.” Remind students to notice the way the editorial is organized, as well as the fact that the author blends expository, argumentative, and narrative writing to create an interesting article.
3. Have students create a graphic organizer to help them plan their writing. For example, they could make a cluster, with the word “Upstander” in the center, and ideas connected to what they now understand about what it means to be an upstander around it.
4. Have students share their graphic organizers in small groups, giving each other feedback on what they might need to add, if necessary.

Drafting:

1. Provide students with a copy of the rubric, and review it with them
2. Have students write a first draft of the editorial. Remind them that this is an article for the school newspaper, and their audience will include students, teachers, and parents.
3. When the first draft is complete, have students share their drafts in small groups by doing a read-around. Have them pass their paper to the person their left. They will then read the paper that has been passed to them, and provide feedback on a Post-it Note. They should write two sentences on each Post-it:

I really liked...

Perhaps you could...
4. After reading the first paper, they will stick the Post-it on the back of the paper, and pass one place to the left again, repeating the process until each group member has read all of the papers in the group.

Revision:

1. Guided revision: Identify transitions in mentor text (*Go With the Floe*) and highlight them.
2. Highlight transitions in draft. Provide a categorized transition list for ELD/students with disabilities.
3. Students will now use the feedback from their read-around group, plus the highlighting on draft to revise, and write a second draft.

Conferencing:

1. During the writing of the second draft, conference first with specifically targeted students (ELD, students with disabilities, struggling writers). Focus on no more than two specific skills.
2. Provide students with written as well as oral feedback.

Re-drafting:

1. Students will use the feedback from conferencing to write a draft for publication.
2. In addition, they will complete a self-reflection paper, describing the changes they made during revision, and where they think their editorial falls on the rubric.

Extensions:

Have an anonymous read-around of the completed pieces, and have students vote on the best pieces, which will then be published in the school newspaper.

Important Instructional Strategies:

- Brainstorming
- Think/pair/share
- Think aloud
- Modeling
- Peer review (Read-around)
- Conferencing
- Guided revision
- Reflecting on writing

Text-Based Resources Needed:**Texts to increase content knowledge:**

“*All Summer in a Day*” by Ray Bradbury (short story that is commonly found in literature anthologies)

“*Eleanor Roosevelt*” (biographical article from McDougal Littell *The Language of Literature*)

Taken originally from: Jacobs, W. J. *Great Lives*. New York, NY: Atheneum Books for Young Readers, 1990.

“*I Am the One*” (poem on the nonamecallingweek.org Web site). The poem is toward the end of the PDF, (I use the first of the two versions): No Name Calling Week. 2013.

http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/34-1.pdf (accessed January 19, 2013).

“*Kids React to Bullying*” (YouTube video; several postings online by title search)

Texts to increase genre knowledge:

“Go With the Floe” (Op-ed article)

Los Angeles Times. 2008. “Go With the Floe.” <http://articles.latimes.com/2008/feb/08/opinion/ed-polar8> (accessed January 19, 2013).

Additional Materials Needed:

Internet access, including YouTube

Elements That May Need Modification:	Suggested Instructional Modifications:
<p>Reading texts</p>	<ul style="list-style-type: none"> • Frontloading of vocabulary • Chunking text • Double-entry journals • Drafting the editorial • Categorized list of transition words and phrases • Sentence frames
<p>Digital Support or Digital Extensions:</p> <p>Digital Support:</p> <ul style="list-style-type: none"> • Selection of editorials from online newspapers, such as the Los Angeles Times, New York Times, Washington Post, etc. • Infographics: <ul style="list-style-type: none"> Bullying http://ridgerespect.blogspot.com/p/bullying-infographic.html Cyberbullying http://mashable.com/2012/07/08/cyberbullying-infographic/ <p>Digital Extensions:</p> <ul style="list-style-type: none"> • Create digital stories or podcasts based on the editorials • Create “Be an Upstander” public service announcements 	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.